



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

study of Greek must be the study of Greek literature, and that the inspiration that they have gotten from their archaeological work should not blind them to the fact that, in all but our great institutions, archaeology must be the handmaid of literature. Few of the long roll of students are teaching archaeology, and perhaps it is just as well that their number should not be increased. Even in our universities there is perhaps a tendency to overrate the claims of archaeology on the classical student, but no one can overrate the value of this study for all who teach the classical tongues, and we may well accept the disadvantages in view of the many positive advantages that have accrued. Verily the founders of the school and those who have spent themselves to ensure its success have their reward. We shall be abundantly satisfied if the record of the first 25 years of the school at Rome comes up to the standard of the school at Athens.

FIRST YEAR LATIN

(Concluded)

We are aiming ultimately to teach our students to read Latin at sight, to acquire such power over its forms and syntax that with due allowance for unusual words they can get hold of the structure, not merely guess at the meaning of a passage of average difficulty. The first year's work should contribute to this power even more than the fourth or fifth. The things essential to preparation for Caesar are in their fundamentals the things essential to reading Latin at sight, and they are the things to be emphasized the first year. Now if it be admitted that accurate knowledge of case and voice endings, a habit of noticing them and a conviction that they mean something are, together with a good vocabulary and general common sense, the *sine qua non* of reading at sight, then it is evident that the first year's work should emphasize the things that lead most plainly and most directly to these essentials. Such things are accuracy in noticing case and tense, voice and person, agreement in all its common applications, the use and case of relative pronouns, the participle and its agreement, especially the perfect passive, the distinction between independent and dependent clauses, the simplest use of the accusative and infinitive after verbs of saying and knowing, and the simplest subjunctives of purpose and result, and indirect questions.

The study of some of these points becomes the more necessary because of the lack of training of most children of this generation in all formal grammar. To the beginning Latin teacher is given a mighty Ossa to pile on Pelion. Not only must every commonplace of the grammatical vocabulary be carefully defined, but to most classes the whole idea of voice, case relations and mood must be

taught from the very foundation. Any first year Latin class that is taught in this grammarless age without having these principles made clear is either helping on the sad work of making students hate Latin and drop it, or is providing them with little more than a system of meaningless symbols.

We are considering, however, not only the student's past in English but his future in Latin. Even if all the more complex constructions could be taught during the first year and could be retained to later years, even if the study of English grammar had made these simple grammatical relations more familiar, even if students in the fourth and fifth years of Latin had not for generations shown weakness in these lines, these would still be the subjects appropriate for this year's work. For they are, if we understand aright, the places where the study of inflections and syntax may be said to meet. The more complicated subjunctive constructions, such as the temporal clauses and the conditions, while they necessitate subtler reasoning too difficult in most cases for the first year student, do not add any new knowledge of inflections; the same is true of the more minute divisions of the case constructions which add no new knowledge of the case endings.

In writing, however, such constructions as the direct object and the ablative of means the student may consciously focus his thought on the ending without being too much distracted by the reasoning involved in the syntax. He therefore, if he goes slowly enough and has sufficient review, comes to write the greater number of his forms correctly, and gradually becomes sure of a limited amount of syntax. This is in our opinion far more to be desired than the state of mind of a student that may know about many rules for the subjunctive but can write, as a candidate for entrance to a school recently did write for 'They have sent large forces to capture this town', *Magna copia ut capti fuerunt illum oppidum missuntur*. The need of an *ut* for purpose was firm in her mind, but the knowledge of inflections and the habit of using them correctly were evidently far from her. An extreme example handed in under similar circumstances gave as a sight translation of 'Bello confecto totius Galliae principes civitatum ad Caesarem convenerunt', this: 'The war made all the legions of Gaul the principal states to the convenience of Caesar'. Too rapid progress from subject to subject, insufficient review, and the introduction of too many constructions for the young student are responsible, at least in part, for such monstrosities. If we can confine the first year's work to these fundamentals, emphasizing, reviewing, and testing, making forms and their meaning the purpose and end of all oral, written, prepared and sight exercises, we shall have little trouble

in teaching the more difficult points in the later years of the course.

A few detailed suggestions may make our meaning more clear. If we can reduce the constructions to the common case constructions and two or three subjunctives, we shall be able to gain in actual numbers from ten to twenty-five lessons and shall have opportunity to introduce more exercises in review of the principles already studied. These may be classified separately as review exercises or introduced daily with the sentences illustrative of new subjects under discussion, but their chief value is to fix and emphasize fundamental things and they will have more weight if the constructions they contain are in no wise labelled or marked by references to previous sections in the book. The labelled exercise and indexed sentence have done much to weaken our students' knowledge of Latin. The average boy is all too willing to write the dative for every noun in the lesson with that heading, without reading grammar or hint, and the kind editor who gives references for each subjunctive in a sentence may continue to supply all the knowledge of the subject that the student ever shows. These difficulties may be inevitable in the treatment of new subjects but they can be greatly lessened if the review sentence enters frequently and unannounced.

Besides time gained for more constant review there will be opportunity for connected reading from Latin to English. When once the declensions of nouns and adjectives, the indicative of the regular conjugations, the most common pronouns and a few infinitives are mastered, the pupil is ready at the end of a half year for some definite work in translation. He needs the quickening of interest that comes from the change from monotonous short sentences and grammar work to connected reading, and he is ready for the pleasure of using the knowledge that he has acquired. There are many other good exercises besides the *Fabulae Faciles* and some of them have a vocabulary more exactly identical with Caesar's, but few can be more carefully planned as preparation for Caesar by way of training in the essential constructions named above. No careful teacher can read through the first 35 paragraphs of the *Perseus* and *Hercules* stories noticing the skill with which neuter nouns, and modifying adjectives, relative pronouns, and dependent clauses are introduced, without being convinced that a master teacher wrote this Latin. Moreover the progress to the more difficult constructions is so gradual that the student is never obliged to pass over something that he cannot understand. Too many exercises of this type, while they translate all difficult constructions in parenthesis, of necessity leave them unexplained. All too soon the student gets the impression, unfortunately often prevalent with

the more advanced, that anything can happen in Latin.

The reading of some such exercises as the *Fabulae*, supplemented by two or three lessons a week in the *Beginning Book*, selected with care to see that all new forms are learned before they occur in the reading, and frequent practice in writing English into Latin illustrating the new forms and principles learned will make it possible for every step of the way to be clear to the student, and he will gain what has been the chief aim in view in all these suggestions, confidence and accuracy instead of vague mystery and wild conjecture. Thus trained he will be 'prepared to read Caesar' even if he is not acquainted with all the 800 or 1000 words "all used in the Gallic War", or with all the constructions occurring in the first fourteen paragraphs, for to be 'prepared', as we see it, does not mean to know everything, but to be equipped to learn, and power to read is more to be desired than disorganized knowledge. To translate accurately and intelligently and to write simple sentences with facility and care is more of a preparation than scattered bits of knowledge, however numerous, that have not been applied to reading and writing. Many students translate as if they were reading with a cable code; if they explain a subjunctive it is because they remembered that something of the kind occurred in a certain place on the page; if they read fluently it is from a good verbal memory and the good English style of their teacher. Put them down before a simple sight passage and they are utterly routed and put to flight. If we are to avoid such disasters for the students, and discouragements for the teacher, let us prepare them to read Caesar, not ply them with disconnected grammatical rules, let us gain if possible a *multum in parvo*, not a *nihil per multa*.

SUSAN BRALEY FRANKLIN

THE ETHICAL CULTURE SCHOOL, NEW YORK CITY

REVIEWS

Dramatic Traditions of the Dark Ages. By Joseph S. Tunison. University of Chicago Press (1907). \$1.25.

The present volume is confessedly a piece of special pleading. The aim of the author is to state the case for Byzantium as having been the main source of the beginnings of modern drama in Western Europe. The title of the book hardly indicates its scope, for the phrase, "dramatic traditions", is used in the widest sense, and includes not only traces of dramatic performances in the usual meaning of the term, but all kinds of material that may be conceived as contributing in any way to "the transfer of theatrical aptitudes from the East to the West, and from ancient to modern times". It is divided into four chapters, Traditions due to the